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ABSTRACT

The redesign of teacher education extends beyond the surface restructuring of preparation programs and includes an intentional reevaluation of the professional development practices for the preservice educator. As an institution that employs an outcome-based model of teacher preparation and that has adopted the New Teacher Standards promoted by the Kentucky Education Reform Act (KERA), Asbury College's teacher preparation program restructuring includes professional development standards on values related to ethical practices, decision making skills, and interpersonal skills. These added institutional standards become the focus for evaluation within a continuous assessment model. An exit instrument designed for implementation during the professional semester is used to document attained standards, including the value standards. Instrumentation includes an internal and external validation of the preservice educator's performance on the value standards and yields internal and external evaluation evidences. Based on field test findings, the following observations and suggestions are made: (1) reconceptualization of the profession involves developing models undergirded by a moral framework for training educators; (2) such models must infuse moral and ethical fiber interwoven in the curriculum; (3) teacher training programs must assess the effectiveness of the moral and ethical dimension; and (4) institutions preparing teachers need to pool their resources and develop methods for developing and evaluating the moral dimension within the curriculum. (Contains 10 references.) (ND)

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Should Values be a Part of a Teacher Preparation Program?

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Abstract

The redesign of teacher education extends beyond the surface restructuring of preparation programs and includes an intentional reevaluation of the professional development practices for the preservice educator. As an institution who employs an outcome-based model of teacher preparation and adopted the New Teacher Standards promoted by the Kentucky Education Reform Act (KERA), our program's restructuring includes a professional development standard on values related to ethical practices, decision making skills, and interpersonal skills.

This added institutional standard becomes the focus for evaluation within our continuous assessment model. An exit instrument designed for implementation during the professional semester is used to document attained standards including the value standard. Instrumentation includes an internal and external validation of the preservice educator's performance on the value standard and yields internal and external evaluation evidences. We will present our field test findings of this exit instrument as it relates to the value standard.

Historically, the curriculum for teacher preparation candidates has consisted of three knowledge components: general knowledge, specific content knowledge, and professional knowledge. From the beginning, the outcome for a teacher preparation program was to enable teachers to assist their students in exhibiting participatory citizenship within a democratic society. Since ancient Greece, the focus of the entire educational experience for the masses centered on the development of citizenship. Hidden within this mandate is another dimension...the moral dimension. Is this still true for us today?

Goodlad, Soder, and Sirotnik (1990) served as editors for the book, *The Moral Dimensions of Teaching*, because they recognized moral imperatives as critical to teacher preparation. However, their findings suggest a general absence of the intentional development of these characteristics in teacher preparation programs today. Further, Goodlad (1990) suggests that teaching has an inherent moral dimension which needs to be addressed within the training program. In his study of twenty nine schools, colleges or departments of education, he found no instances where moral imperatives or ethical responsibilities were an integral part of the education preparation curriculum. Currently, within training programs, the concern for these moral underpinnings seem to be diminishing as the technocratization is increasing. Documentation, in the form of grades, test scores, and extent of content knowledge are the preferred indicators of quality teaching. In his book, *Teachers for our Nation's Schools*, Goodlad (1990) references in his Postulate 6 that a commitment to moral and ethical responsibilities be a part of the initial selection of teachers in a preparation program.

In this paper, the aim is to address the moral dimension of teaching and the responsibility of institutions offering teacher preparation programs to be deliberate in their curricula design. Efforts will be made here to define the elements which undergird moral and ethical practices and operationalize the moral and ethical construct. As an

example, evidence is provided from one institution which gives support to the development and assessment of moral and ethical behaviors in professional settings.

Beginnings of Research on the Moral Dimension

Since the research suggests that teaching is inherently a moral activity, this construct should permeate every aspect of the teaching endeavor. Thus, the teacher becomes the moral agent in impacting the process of teaching. If we are compelled by this commitment, the teacher as a moral agent, then training programs are obligated to assist teacher candidates in developing this imperative. As a result, the challenge for the training program is how to operationalize this moral construct.

Sirotnik (1990) summarizes the moral dimensions of teaching by describing five ethical roots that penetrate this moral construct: inquiry, knowledge, competence, caring, and social justice. Traditionally, teacher preparation programs have had a fundamental commitment to inculcate inquiry, knowledge, and competence. However, teacher education programs have not been intentional in their empowerment of teachers as moral agents who demonstrate commitments to caring and social justice. Perhaps, the omission of intentionality is the result of unclear and nondirective institutional and training program missions.

Goodlad's study (1990) of twenty nine institutions found the private liberal arts institutions fared best with respect to clarity and substance of their mission statement. Although the clarity of the mission statement directly influenced the nature of the teacher education program, the curricula of these training programs looked remarkably the same across all twenty nine institutions. Most programs focused on the training of skills, techniques, and strategies, but they were lacking in the vision of teachers as moral change agents (Goodlad, 1990).

One Institution's Beginning

By design, a small Christian liberal arts institution made a commitment to be intentional in implementing the moral aspects of its ethical roots. This is reflected in the institution's mission, in the training program's mission, and in the outcome-based model of teacher preparation. As a part of the systemic reform movement in Kentucky, New Teacher Standards were adopted by the Kentucky Department of Education for use as performance criteria for all teacher preparation programs. As a preservice preparatory program interested in the dynamic process of cultivating moral agents, this institution incorporated two additional standards addressing ethical values and personal integrity. With these additional standards, the development of a continuous assessment model was extended to include performance criteria for documenting evidences of successful professional development in these two areas. The two standards with accompanying performance criteria are as follows:

STANDARD IX (Asbury's)

The teacher, within all of life's contexts, demonstrates moral and ethical conduct in interpersonal skills and decision-making functions.

1. The preservice educator engages in appropriate interpersonal skills with students and colleagues.
2. The preservice educator shows evidence of appropriate decision making in classroom experiences and in leadership activities.
3. The preservice educator demonstrates ethical behaviors (e.g., confidentiality, respect to students and colleagues, dress, etc.)

STANDARD X (Asbury's)

The teacher expresses a Christian commitment to lifestyle and vocation.

1. The preservice educator demonstrates regular chapel attendance.
2. The preservice educator incorporates a Christian commitment to the process of education.
3. The preservice educator participates in ministry opportunities (e.g., summer ministry teams, witness teams, church involvement, community service, etc.)

Curriculum design. Since cultivating this dimension of the teacher as moral agent is central to this preparation program, a number of intentional activities are interwoven throughout the curriculum. Some examples of these are listed below.

1. In their first professional course, students write a beginning philosophy of education that includes a response to their moral and ethical commitments. At the conclusion of their program, students revise their philosophy in order to reflect the changes that occurred throughout their professional training.
2. Upon application for admission to the teacher education program, students are required to provide both internal and external character references documenting their work ethic and interpersonal skills.
3. The institution offers a prescribed program for leadership training and students the opportunity to develop a leadership transcript. This residential campus provides a number of opportunities for students to participate in leadership roles.
4. Preservice educators eagerly seek to participate in community service. Opportunities include after-school tutoring, assistance in the family resource center, special academic competitions, special Olympics, habitat for humanity, and local community service projects.
5. On this campus, students are actively recruited and readily participate in ministry and mission work opportunities.
6. The preservice educator spends over 150 clinical/field hours before student teaching. Evaluation by teachers in the field references confidentiality, dress, professional conduct, appropriate decision-making, and interpersonal dynamics.

External and internal evidences. In reference to the stated teacher standards that incorporate moral and ethical issues, the evaluation process embraces specific evidences in order to validate this process. Multiple measures, both internal and external, have been included in the assessment design.

Internally, the most significant piece of evidence is the student's process portfolio which contains evidence of the student's achievement of all ten standards. Further internal evidence includes a record of their participation in community service, ministry and mission work, and leadership positions. References by faculty, interviews by peers and faculty, and mastery of curricular performance tasks provide evidence of commitment to moral and ethical values.

One source of external evidence is former employers or persons who directly observed the candidate's performance in a job or community service setting. Candidates who intend to apply for the teacher preparation program request an external character reference from someone apart from the institution. Another source for external evidences is public school educators. Varied practica experiences provide an excellent opportunity for several cooperating teachers to evaluate a teacher education candidate. Student teaching evaluations from cooperating teachers yield evidences of students exercising their moral commitment to the teaching profession. An added element, the exit process from the training program (which consists of an interview and presentation of the preprofessional portfolio), provides another opportunity to evaluate the preservice educator's commitment to moral and ethical responsibility. At the completion of the professional semester, the teacher candidate participates in the exit process which consists of a panel of professional public school educators who interview the preservice educator and evaluate portfolio evidences of all ten standards.

As referenced previously, one of the major instruments for validating the moral and ethical dimension is the student teaching evaluation instrument. This instrument measures the extent to which the preservice educator meets the performance criteria of each of the ten standards, including the moral and ethical dimensions. Given the specific format of the instrument, it yields qualitative and quantitative data. Quantitative data results from a Likert scale rating (1-5, with 5 being the highest score)

In addition, qualitative descriptors are attached to each numerical rating. Table 1 identifies the numerical rating scale and the descriptors.

Table 1

Numerical Data and Descriptors for Rating Scale

1	Unacceptable
2	Novice (Beginning to demonstrate skills for a student teacher)
3	Apprentice (Can do important parts of the task as a student teacher)
4	Proficient (Student can teach successfully as a student teacher)
5	Distinguished (Exemplary teaching for student teacher)
NA	Does not apply or not observed

Further qualitative data is collected from the evaluator's descriptors of the preprofessional's performance. Evaluators who use this instrument are the supervising teacher educator and the cooperating teacher.

With this information, a measurement of student and program accountability is obtained. Student accountability consists of data which measures the candidate's performance of moral and ethical excellence as directly observed in a professional setting. The results of the student ratings are used to determine strengths and weaknesses in the program which results in revision, restructuring and maintenance of the program's integrity and accountability.

Field test. As an example of one institution's intentional response to the particular dimension of moral and ethical responsibility, a field test was conducted to measure the preservice educator's performance during the professional semester. The field test consisted of twelve student teachers (i.e., six elementary, 1 middle, and 5 secondary), three supervising teacher educators, and 18 cooperating teachers. Quantitative and qualitative data were collected on these three performance criteria of Standard IX.

1. The student teacher engages in appropriate interpersonal skills with students and colleagues.
2. The student teacher shows evidence of appropriate decision making in classroom experiences and in leadership activities.

3. The student teacher demonstrates ethical behaviors (e.g., confidentiality, respect to students and colleagues, dress, etc.)

Table 2 reports the quantitative data for each performance criterion.

Table 2

Quantitative Data

Criterion	Mean Score
1	4.6/5.0
2	4.4/5.0
3	4.9/5.0

Note: With the exception of 1 teacher educator rating and 1 cooperating teacher rating for the same student, no scores below 4 were reported. Scores for the one student were 2 and 3.

Interrater reliability was calculated for the comparison of the supervising teacher educator and the cooperating teacher's observances. The following formula was used to obtain the reliability coefficients.

$$\frac{\text{agreements}}{\text{agreements + disagreements}} \times 100 = \text{Reliability coefficient}$$

Reliability coefficients of each criterion are reported in Table 3.

Table 3

Interrater Reliability

Criterion	Reliability Coefficient
1	.79
2	.69
3	.90
Mean Coefficient of Standard	.79

Summary of Quantitative Findings. The quantitative findings report preservice educators from this program exhibit appropriate interpersonal skills and decision-making skills. Both criteria are above 4 on the 5-point scale. Although the reliability

coefficients for these two criteria are adequate, some inconsistency between raters is observed. This inconsistency does not include a wide range of variance. Variance was very limited, scores were either a 4 or 5 on the 5-point scale. Ethical behavior is rated the highest by the evaluators; the consistency of agreement with raters is highest with this criterion. The high interrater agreement may be a validation of the intentional program efforts to assist students in demonstrating these skills in the professional setting. A question not yet answered is the level of moral and ethical teaching behavior a student brings to the institution. Therefore, this measurement may reflect confounding variables.

Summary of Qualitative Findings. Qualitative data supports the caring elements of the moral dimension as cited earlier in the review of literature. Table contains the evaluator's comments by three categories: interpersonal skills, empathy skills, and decision-making skills. The comments made by the evaluators were direct observations. Frequently-cited skills include easy rapport with students, parents, and colleagues; conscientious with work and with students; professional behavior observed at all times; and genuine concern and love for students. These qualitative results support and amplify the quantitative data.

Table 4

Qualitative Data

Interpersonal skills	Empathy Skills	Decision-making Skills
Easy rapport with students	Conscientious	Easily conducts parent conferences
Good rapport with parents	Nurturing demeanor	Professional behavior
Very open to suggestions	Building self-esteem of students	High degree of maturity
Loves children	Helps struggling children	Flexible
Organizes games with children	Genuine concern	Shows initiative
		Self-controlled

Conclusion

The educational process of past generations, our current generation, and generations to follow must contain moral underpinnings which contribute to the whole development of the student and educator. Systemic reform in education in its truest form embodies a moral dimension from which other elements of reform (i.e., training procedures, curricula frameworks, and content-knowledge competencies) are outgrowths of this ethical responsibility. This process begins with the intentional reevaluation of the nature, commitment, and mission of the teaching profession and extends into the curricula of teacher training programs. In order for the teaching profession to embrace itself as a profession, it is important for it to return to the "roots" of its purpose for society as a whole. Ethical practices, child-centered decision making skills, and developmentally-appropriate psychosocial components create the foundation for the redesign of teacher preparation programs and the infusion of moral and ethical foundations.

First, reconceptualization of the profession involves developing models undergirded by a moral framework for training educators. The educational process for teachers should include a foundation for effective decision making, diverse content knowledge, and promotion of ethical behavior and practices. In addition, a supportive professional core provides a package which initiates, develops, and extends the preservice educator's concept of ethical responsibility.

Second, the model must infuse moral and ethic fibers interwoven in the curricula. Intentional provision for preservice educators to practice decision-making skills in the school setting, to develop and extend interpersonal skills, and to choose acts of community service for further personal development are embedded throughout the entire educational experience for teacher preparation. Conscious effort in the design and

delivery of the preparation curriculum is the key to developing measurable attributes of this moral construct.

Third, teacher training programs must assess the effectiveness of the moral and ethical dimension. Identifiable behaviors which are directly observed in the field give further assurance that this construct is just not given "lip service." Many of these behaviors are expressed as caring, warmth, and empathy, and they are more difficult to measure. However, if individuals pursue a teacher preparation program, then these behaviors need to be encouraged, developed, refined, and evaluated.

Last, institutions who are preparing teachers need to pool their resources and develop methods for developing and evaluating the moral dimension within the curriculum. Additional input from a variety of institutions is needed to provide a broad base for the development of a moral foundation. It is not sufficient to continue to discuss the importance of a moral dimension. As a society we are committed to the vital need for teacher candidates to reflect moral fiber. The time for action is now!

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